

*Editorial/Éditorial***CJE as a National Event**

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There is an old chestnut that states the advertisements that beer companies produce for Canadian television are the best reflection of this country's diversity. Mountains, oceans, salmon fishing, hockey, the plains, summer parties, and happy people socializing. Nothing brings this country together more than an emphatic and choral retelling of the I Am Canadian memes made popular by Molson.

Despite the humour, these television representations do not reflect the diversity of Canadian existence or the breadth of our cultural and intellectual wealth. With respect to this latter currency, even a cursory glance at the past and present holdings of the *Canadian Journal of Education* demonstrate what it means to be Canadian, and what educational scholarship reflecting our differences and similarities entails. This journal represents academic diversity as it might be understood geographically, methodologically, indigenously, and culturally. Authors have considered the timely and timeless; shining light on critical Aboriginal themes, historical questions, philosophical inquiries, curricular debates, and assessment dilemmas, to mention a few. They have looked at our classrooms, our academic spaces, our communities, our marginalized, and our forgotten.

This is the richness that educational scholarship brings to the world. Everyone in this country is a stakeholder in education: parent, teacher, trustee, community worker, or academic. The questions that we pursue and the research that we undertake is, or, ought to be, relevant to us all. As editors, our vision for the *Canadian Journal of Education* is to make the publication of each issue a national event. It may not have the fanfare of a Super

Bowl advertisement (just yet), but it should be compelling for all readers interested in education.

In this issue, we highlight four English articles, which address four important and timely educational questions. Kathleen Gallagher asks: *Can a classroom be a family?* The article draws on a two-year study of an eighth grade teacher working in an inner-city school within Toronto. The teacher's approach concentrates on the metaphor of the family, which is applied within the context of the classroom and of the community beyond the school. In this way, the article makes relevant reading for educational researchers, practitioners, and parents, particularly as the study inter-reflects on critical race theory, classroom practice, and culturally appropriate pedagogy.

Marianne Jacquet and Laura D'Amico ask: *What is the relationship between religious identity and inclusion within a secular public school system?* They concentrate on the British Columbian context, but the implications of this research are far-reaching, both nationally and internationally. As Charles Taylor notes in his epic masterpiece, *A Secular Age*, the social, educational, philosophical, moral, and religious landscape of "the West" is transformed, even as it continues to evolve in light of tradition and new definitions about what it means to be in a world that has seemingly shed itself of its religious foundations. This article's qualitative methodology documents present educational policy on the matter of religious diversity in schools and explores possible conflicts between this policy and existing normative and curricular structures.

Sara Florence Davidson asks: *How can one draw on their parental and cultural heritage to seek wisdom in action?* This journey begins with a seemingly personal connection, as the researcher conducts a series of interviews with her father, who draws on teaching from his community and, in particular, through his Haida heritage. The article makes an important contribution to our growing bodies of literature on alternative perspectives to teaching and learning, to narrative research methodologies, and to Indigenous research. What is more, the article speaks to all Canadians, reflecting on what it means to be an educated person in Canada, and the role that schooling plays in the education of human beings.

Lisa Gaylor and Jennifer Nicol ask: *What is the relationship between a student's perceived self-efficacy and motivation?* The context of this study is experiential high school career education courses within Saskatchewan's public schools. Perhaps unsurprisingly, intrinsic motivation, career decision-making self-efficacy, and an experience-based

curriculum are correlated. The findings have clear implications for educational practitioners, policy makers, students, and researchers, suggesting ways that students might be able to more effectively explore future career paths and how school-to-work transitions can be rooted in democratic and pedagogically thoughtful principles.

The questions pursued in this issue of the *Canadian Journal of Education* are pressing and relevant to all. They reflect the diversity of our intellectual curiosity. *CJE* seeks to publish work that illuminates how Canadians engage education within and across contexts, reflecting the diversity of our intellectual curiosity. There is space in this journal for many voices, diverse representations of what it means to be Canadian. In the tradition of past volumes, this second issue of 2016, Volume 39, establishes our continued commitment to reflecting Canadian diversity through exceptional educational scholarship.